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EDITORIAL NOTES

GEORGE HERBERT LOCKE.

THIS is an "election" number. It is unpremeditated on our part. This subject is in the air. The Association of Colleges and Preparatory Schools of the Southern States had its most interesting and animated session when discussing this problem; there was enthusiasm and warm feeling evinced at the recent Conference of Affiliated Schools of the University of Chicago when this was the leading subject for debate. Some of the papers on those occasions are to be found in this number, and we feel that they will be very suggestive to the high-school principals who are face to face with this growing demand for greater freedom of choice.

Mr. M. W. KEATINGE, who is known to students of education in this country by his excellent translation of *The Great Didactic* of Comenius, has been contributing to the December and January numbers of the London *Journal of Education* a very scholarly and practical exposition of the important subject of the training of teachers. It is a long article, excellently long, and we quote a paragraph that our readers may get a glimpse of his attitude.

In considering what other advantages a student may derive from a training course, it will assist us to ask what qualifications we have a right to ask from a schoolmaster in connexion with his class-room work, and we shall not be unreasonable if we formulate our demands as follows: He should be acquainted with the subject that he teaches; he should be enthusiastic about it; he must have some aim in education beyond the inculcation of facts; he must be in sympathy with his boys; if he teach a subject that stands in close relation to conduct, he must realize that lessons in morality may be indirectly brought home to his class, and that this indirect moral teaching is often far more effective than direct moral preaching; he must know how to manipulate his subject; and he must have a sense of proportion. Now a training course will not teach a man his subject, nor make him enthusiastic about it, any more than it will give him a sense of humour, a good and strong character, or a majestic presence. But it will clear up his mind as to his aims, and it will give him a sense of proportion and help him to manipulate his subject; it will teach him to be methodical. I am driven to use this word "methodical," though I am aware that it has an unattractive sound. There is apparently a type of mind that does not understand that a methodical man can be inspiring, much as another class of mind fails to see that conservatism can be consistent with progress. To say that a man is "methodical" hints that he is little else, and as if you were to call a girl "sensible" or a man "highly respectable." Yet the word merely means "orderly," and a "methodical" man is one who uses his gifts, whatever they may be, in an orderly manner. Unless

you are orderly in teaching, you will produce little effect upon a large class; just as, if you are no more than methodical, there will be little result that is worth having. The mechanism of a steam engine is necessary if the force latent in the steam is to be properly applied; but without steam it is a mass of inert machinery. In the same way, unless you are methodical in teaching, your teaching power is sure to be wasted, and a man who teaches unmethodically is like the crudest form of engine, or, rather, is like one whose machinery refuses to move, while the steam escapes through a crack in the boiler. So that a training course, by assisting a student to be methodical, helps him to use to the utmost any teaching ability that he possesses, to economize his strength, and to get more intelligent work from his pupils. It is from a misunderstanding of what the word "methodical" really means in this connexion that the charge of stereotyping is brought against training courses. If this charge were well founded, it would be a very serious one indeed, and, if any system of training were likely to produce monotony in teaching, it should be sturdily avoided.

Those who are identified with the departments of education and teaching in our universities will indorse his closing words:

If we place before the student rule-of-thumb methods and ask him to imitate them, if we interfere with his freedom in the management of detail more than is absolutely necessary, the danger may become a very real one. But these conditions do not exist in a sound professional training. In deciding what general line he will take, and what should be done at the moment, a teacher must be left free as the air that blows between the heaven and the earth. To trammel him, to make him fit his procedure into compartments devised and constructed by another mind, would not merely cramp his teaching power, but would destroy it altogether. Far different is the result of the training that I have sketched. To be shown principles, to be urged to apply these principles on his own lines, and to use his ingenuity in striking out effective lines, in giving a vigorous and fresh presentation of subject-matter, and in making his boys use their wits and apply their minds—this cannot stereotype a teacher, but will rather indicate to him a spring of suggestiveness, ever flowing, by drawing from which he can refresh the well-worn subjects of school instruction, and quicken them to new life and vigour.

NEW ENGLAND seems to be still the home of oratory, for nearly all the correspondence which we have received on the subject of "rhetoricals" in high-school work has been from that part of the country. Last month we published the experience of the principal of a high school in New Hampshire, and we have just received a very interesting letter from Mr. Walter H. Young, principal of the Laconia High School in the same state, wherein he offers some suggestions from his experience. He says:

By "rhetoricals" we mean, I suppose, essay writing, declamation, and debating. The reading and writing of essays properly belongs to the department of English which requires a definite number each year, in addition to short weekly exercises. These are supplemented by the system of reports required in the department of history. Therefore, it seems to me, ample practice is afforded in this field of rhetorical work.

I have come to doubt the advisability of requiring declamations and recitations, except where an unusually strong teacher has charge of the work, and devotes a large

part of his time to class instruction and individual drill. Until within a year one recitation a week in rhetoricals was required of every pupil. Light calisthenics, breathing exercises, enunciation, and interpretation, were some of the salient features of the work which, in theory at least, was very good. In addition, two declamations were required from each pupil. *If the right teacher can be secured*, this method will yield fair results. At present, our rhetorical work is done by three organizations of the pupils. The boys have a debating club, and the girls both a debating and a literary club. The clubs meet every two weeks, on Fridays, and an hour of school time is given to them. The officers are pupils and are elected by the pupils. Constitutions were adopted, and there is some practice in parliamentary law. The debating societies are what their names imply, and the debate constitutes the program. The interest is very lively. For instance, at the last meeting of the boys' club the time spent in debate was fifty minutes; the four regular contestants consumed twenty, and then the subject was open for general discussion. At no time during the remaining thirty minutes did the debate lag, and sometimes three or four tried to get the floor at the same time. Before the debate, three judges were appointed: one each by the affirmative, the negative, and the president. After the regular debate the judges retire to make a decision.

Such is my experience with the rhetorical work in this high school. After trying various methods, I am heartily in favor of separate societies for boys and girls. Further, I believe that the debate, with some practice in parliamentary law, should constitute the program.

THE College Entrance Examination Board of the Middle States and Maryland has issued the following document giving a general statement of the work of the board. This bears a very strong resemblance to the Examination Board for Matriculation in the province of Ontario, Canada, where the universities and the Department of Education have joined together to hold examinations for entrance to the universities and for certificates (non-professional) to teach in the public schools.

This board was organized on November 17, 1900, after a series of preliminary conferences, in order to put into effect the desire expressed in the following resolutions, which were passed unanimously at the Annual Meeting of the Association of Colleges and Preparatory Schools in the Middle States and Maryland held at Trenton, N. J., December 2, 1899:

Resolved, That this association urges the early establishment of a joint College Admission Examination Board, composed of representatives of colleges and of secondary schools in the Middle States and Maryland, which shall endeavor to bring about as rapidly as possible an agreement upon a uniform statement as to each subject required by two or more colleges for admission: to hold or cause to be held, at convenient points, in June of each year, a series of college admission examinations, with uniform tests in each subject, and issue certificates based upon the results of such examinations.

Resolved, That in case such a board be established before the next meeting of this association, the executive committee be empowered to designate the representatives of secondary schools to serve upon such a board until December 1900.

Resolved, That the several colleges in the Middle States and Maryland be requested by this association to accept the certificates issued by such joint College Admission Examination Board, so far as they go, in lieu of their own separate admission examinations.

The board includes a representative of each college in the Middle States and

Maryland which has a freshman class of not less than fifty members, except Princeton University. The five representatives of secondary schools upon the board are appointed by the Association of Colleges and Preparatory Schools in the Middle States and Maryland, to serve for a term of one year.

The certificates to be issued by the board to those students who take the uniform examinations will be accepted for such subjects as they cover by the coöperating colleges and by Princeton University. It is assumed that they will also be accepted by all colleges, wherever situated, which admit by certificate. It is hoped that all other colleges will accept them as a satisfactory alternative for their own separate admission examinations.

No college which accepts these certificates in lieu of separate admission examinations is asked to surrender its right to enforce such standards of excellence as it pleases, or to make such allowance as it wishes for character and capacity on the part of students applying for admission. The certificate will simply state that the holder was examined at a stated time and place in specified subjects and that as a result of such examinations he received the rating entered upon the certificate. Each college will determine for itself what minimum ratings it will accept as satisfactory.

It is hoped that the uniform examinations held by the board will, in time, supersede all separate admission examinations now held by the several colleges. The manifest advantages of the examinations held by the board are:

1. That they are uniform in subject-matter.
2. That they are uniformly administered.
3. That they are held at many points, to meet the convenience of students, at one and the same time.
4. That they represent a coöperative effort on the part of a group of colleges, no one of which thereby surrenders its individuality.
5. That they represent the coöperation of colleges and secondary schools in respect to a matter of vital importance to both.
6. That by reason of their uniformity they will greatly aid the work of the secondary schools.
7. That they will tend to effect a marked saving of time, money, and effort in administering college admission requirements.

The definitions of subjects in which examinations are to be held are not framed arbitrarily, but are those agreed upon and recommended by the Committee of the National Educational Association on College Entrance Requirements, in consultation with leading organizations of American scholars.

The requirement in English is the existing uniform requirement.

The requirement in history is based on the recommendations of the Committee of Seven of the American Historical Association.

The requirements in Latin and in Greek are in as close accordance as possible with the recommendations of the American Philological Association.

The requirements in French and in German follow the recommendations of the Committee of Twelve of the Modern Language Association.

The requirements in mathematics, physics, and chemistry are based upon the recommendations of the Committee of the National Educational Association.

The requirements in botany and in Zoölogy are not yet formulated. No examinations in those subjects will be held in 1901.

The uniform college admission examinations will be held on June 17, 18, 19, 20, and 21, 1901, at points to be announced hereafter. A schedule will be issued showing the arrangement of the examinations and the time allotted to each. Each student examined will pay a fee of five dollars, whether the examination is preliminary or final, partial or complete. The pamphlet containing the definitions of the several requirements will be sent on receipt of ten cents in stamps.

The chief examiners for 1901 are as follows:

Chemistry—Professor Ira Remsen of Johns Hopkins University; *English*—Professor Francis H. Stoddard of New York University; *French*—Professor A. Guyot Cameron of Princeton University; *German*—Professor M. D. Learned of University of Pennsylvania; *Greek*—Professor Herbert Weir Smyth of Bryn Mawr College; *History*—Professor Lucy M. Salmon of Vassar College; *Latin*—Professor Charles E. Bennett of Cornell University; *Mathematics*—Professor Henry Dallas Thompson of Princeton University; *Physics*—Professor Edward L. Nichols of Cornell University.

The associate examiners in each of the subjects above named will be announced in January 1901. All correspondence relating to the work of the board, including applications on behalf of students for examinations in June 1901, should be addressed to Secretary of the College Entrance Examination Board, Sub-Station 84, New York, N. Y.

THE Society for the Promotion of Engineering Education has issued a preliminary report on "American Industrial Education, What Shall it Be?" This discusses the place of the manual-training school, manual training and art education as a part of all public-school education from the kindergarten through the high school (taking the central school at Menomonie, Wis., as the best illustration), the state agricultural and mechanical colleges, the higher engineering colleges, monotechnic or trade schools, supplementary schools for industrial workers, and higher colleges of commerce. This report is supplemented by a very interesting discussion and we are promised a thorough investigation into these questions by this society. There is much that is suggestive and valuable in this preliminary report, and we hope that the society will push the detailed report, for the educators of the country are looking for something authoritative on this great subject.